

## Lancashire Education Awards



# Application Form

*Please note that sharing good practice is an essential part of the Lancashire Education Awards and by completing this form you agree to be contacted by interested schools. The contact information and information you provide on this application form will thus be published on a website should your application be successful.*

Establishment name:	Balderstone St Leonard's Church of England Primary School
Lancashire Establishment no (e.g. 02013 or A1005). If you do not have a Lancashire number please provide your full school address and phone number	11071
Network/cluster name (if you are applying for an award for network/cluster work and more than one establishment will receive an award. Please list all the schools that would receive the award.	
Headteacher/principal/ head of centre name	Janet Banks
Lead contact name (if different from Headteacher; this person will be contacted for queries/to provide evidence, etc.)	Janet Banks
Lead contact email address (will need to be checked regularly)	head@balderstone.lancs.sch.uk

Project title (will appear on certificate, maximum 15 words)	Developing our curriculum so it is based on our Christian foundation, is bespoke to our children and offers inspirational learning opportunities.
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Award applied for (please put an X in the appropriate box):

Award category	X
<b>Innovate</b> <i>A project that demonstrates practice that is new or ground breaking, which successfully engaged and enthused learners.</i>	/
<b>Achieve</b> <i>A project had measurable impact on raising outcomes for pupils.</i>	
<b>Invest</b> <i>A project that has had a positive impact upon an aspect of the wider school community.</i>	
<b>Collaborate</b> <i>A project that involved work across more than one school or work with other agencies.</i>	
<b>Include</b> <i>A project in provision for pupils with Special Educational Needs and Disabilities.</i>	
<b>Inspire</b> <i>A project that demonstrates embedded exceptional provision of an aspect of the curriculum. Practice will have been developed and refined over time.</i>	

Project summary (maximum 200 words)
<p>Having run a 4-year cycle since the new National Curriculum was brought in in 2014 we decided to completely review our curriculum.</p> <p>The previous curriculum planning had been primarily put in place by individual subject leaders and did not give each of them the whole picture.</p> <p>Staff felt that the curriculum was content heavy and it was difficult to timetable.</p> <p>The cultural mix of our children had changed significantly – 30% more Asian heritage children.</p> <p>Monitoring and self-evaluation evidenced a mixed picture in the quality of outcomes children were experiencing across the curriculum.</p> <p>We wrote a curriculum focussed strand to the SDP and set out to work on developing our curriculum over the course of a school year.</p>

The project was led by the HT and DHT but the school also has a very experienced and reflective staff,

AS the year progressed there were times when staff disagreed or did not like the ideas we had come up with – but it was essential to go through this process together in order to achieve an end result that we had agreed together.

Changing planning and teaching styles is always a controversial issue as is teacher workload and that is why we hit several hurdles on our journey!!

However by the end of it everyone had “bought into” our new curriculum and was happy to start planning ready to deliver it in September.

The new curriculum maps were put on our website and the children now work in topic books – they are very proud of the work they produce.

How did you identify the need for this project? What were you hoping to achieve?

The curriculum needed a complete review as we had run a 4 year rolling programme since the new curriculum was introduced in 2014.

Staff had identified issues with the amount of content and the lack of meaningful links within the curriculum.

There was a need to review our curriculum to meet the needs of our current children.

WE wanted to achieve a curriculum that was rooted in our Christian mission and values and was bespoke to our school.

Who led the project?

HT and DHT. Each step was also shared with our Curriculum Committee governors.

What steps/actions did you take?

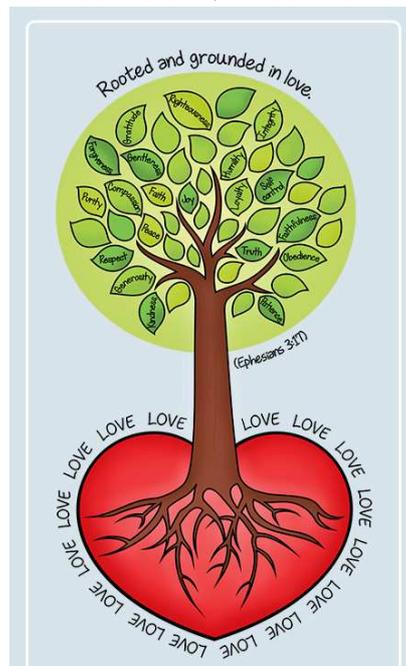
Wrote a major section of the SDP linked to curriculum development

Involved the school advisor for ideas and suggestions

Planned a programme of staff INSET which included the following;

- Mind mapping our cohorts of children – what are their strengths, interests, where are the gaps in their learning?
- Completed learning styles questionnaires with the children – how do they like to learn/present their work?
- Identified our curriculum drivers – what lies behind the curriculum, what skills, attitudes, qualities do we want the children to develop?
- Identified the questions raised by the above and what our vision for our curriculum would be.
- Completely reorganised the content of the curriculum to form a 2 year rolling programme in each of our mixed age classes.
- Deliberately left out term boundaries so the planning could be more flexible
- Decided that this was uninspiring and only what we had done before!!
- Made a decision to base our curriculum on a book spine of challenging class texts for each term or half term.
- Made the intent of our curriculum clear

What is the vision for our curriculum?



**Ephesians 3:16-19**

That according to the riches of his glory he may grant you to be strengthened with power through his Spirit in your inner being, so that Christ may dwell in your hearts through

faith—that you, being rooted and grounded in love, may have strength to comprehend with all the saints what is the breadth and length and height and depth, and to know the love of Christ that surpasses knowledge, that you may be filled with all the fullness of God.

#### INTENT

To fulfil our mission statement of loving God, loving each other and loving learning.

To design our curriculum to meet the needs of our children

To provide children with irresistible learning experiences that allows them to see the awe and wonder in the world and to appreciate life in all its fullness.

To give them the “backpack” of knowledge, skills, attitudes and aspirations that they can take with them through life

Each class then planned its own two-year cycle based on the books spine and the content they needed to cover.

They selected inspirational topic titles and made curriculum links

We then looked at skills based topic webs linked to the planning for each term.

We then introduced topic books so the children had more flexibility in the way they presented their work; and it was coherent.

What was the impact of the project and how was this measured/assessed?

Exciting and inspirational topic titles

Meaningful curriculum links

The curriculum has become a coherent whole and teachers are enthusiastic about planning and teaching.

There has been a strong impact from the use of books as the central theme of each term. The children have been able to study and respond to challenging texts as a class.

The quality of writing across the curriculum is improving as writing is linked to topic plans.

The children have commented on the way learning is linked, they really enjoy their topic books and are proud of them. There is a wider range and higher quality of topic based work in school, particularly in history, geography and science.

What are the next steps? How will you follow up this work?

Monitor the children's outcomes – are they of a high quality? High enough?

Work as a staff on developing different learning styles so the outcomes can be different, music, film, computing, drama, models.

Work on ensuring the engagement of all children in learning – continuous provision throughout school?

Arts mark award

Forest schools

WOPS – music tuition.

Please attach any supporting evidence – this will be considered alongside the application.

Evidence could include: school improvement plans, governors minutes, e-scrapbooks, examples of children's work, PowerPoints, photographs, letters from parents, anything that demonstrates the outcome of the project.) **Please be mindful that files containing large numbers of high resolution images/video clips may not be received.**

INSET plans

Curriculum plans

Outcomes from staff meetings

Governors minutes

Photographs of work

Ofsted report that includes comment which specifically refer to the curriculum.

Do you have any other advice for establishments that might be considering a similar project?

This takes time and is constantly evolving

Be true to your fundamental beliefs about learning

Think about the children in your school/class – what do they need?

Remember outcomes do not have to be written in a book

Work together – let staff gradually come round to a shared consensus on what is best for the children and the school.

Adviser/LCC Consultant's supporting statement (the application will not be considered without this)

This application has the full support of both the school adviser and Team Leader. The headteacher has described this school development as a "journey". This is a very good description as there have been many diversions, roads closed, the need to pull into a lay-by to reflect, re-set the sat-nav, slow routes full of hazards and sections of motorway! Throughtout all of this the headteacher and deputy headteacher held onto the destination of a curriculum that not only meets the needs of the children but the potential of those children, and brings joy to teaching and learning.

The current destination has been reached by all teaching and support staff working in partnership, with honest and frank discussions, expressing the emotion of moving away from something was very familiar and which they had believed in, or not previously questioned; there were times of logger-heads and times of revelation.

For the changes to take place it was necessary to break away from or out of very entrenched ways of thinking and teaching and this was met with resistance. However this development is a classic case of when staff see and feel the positive impact of a change; this adds an energy and enthusiasm.

The "Book Spine" idea was the key turning point and pivotal to pace of changes. The staff seized this suggestion, as English (and reading) has always been a passion of this school.

Now the curriculum is adaptive, flexible and belongs to staff and children. There is a real continuity of learning that is holistic. The topic books are bursting with learning and the children are immensely proud of their achievements. The design enables staff to use their own strengths and to teach in a way that suits them and the children in their class at that moment in time.

The staff are very mindful that this is not an end product but the beginning of an end. It will need to be reviewed each year, and altered to reflect the "cohort mind-map" because as each year group progresses though school they will be taking with them a "enhanced back pack" for their learning.

Adviser/LCC  
consultant name

Jane Phythian (ATL) and Sharon Bowker (school adviser)

Date of application

5<sup>th</sup> February 20219

*Please email your completed form to [advisory.support@lancashire.gov.uk](mailto:advisory.support@lancashire.gov.uk). You should also save the completed form to your computer/network before closing it.*